

*The preservice teacher
knows the discipline...*

*English/Language Arts
Education*

(Grades 1 - 12)

Introduction

The following competencies are intended to clarify Standard 1.1, “. . . knows the discipline,” in the N-STEP process. The competencies are firmly rooted in the profession’s best knowledge and practices. These competencies are drawn from guidelines established by the National Council of the Teachers of English. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers in order to be licensed to teach.

These competencies ensure a solid foundation of factual knowledge in the traditional English/Language Arts content area and are consistent with the Show-Me Standards. The term “text(s),” within this document, is used in its broadest definition and includes print, non-print, and multi-media works.

The beginning (preservice) English/language arts teacher will demonstrate a knowledge of and/or competency in the following areas:

1. **Using standard spoken and written English.**
(CA 1; NCTE 2.4; CR 1)
2. **Applying a variety of strategies to comprehend, interpret, and evaluate diverse texts, including, but not limited to, prior experiences, interactions with other readers and writers, knowledge of word meaning, word identification strategies, and understanding of textual features.**
(CA 2-3; G 1.5-1.6; NCTE 2.1-2.3; CR 2-4)
3. **Participating in—developing, leading and listening to—presentations and discussions for a variety of purposes and audiences.**
(CA 6; G 1.8, 2.1-2.7, 3.1-3.8, 4.1, 4.5-4.6; NCTE 2.4.2; CR 1-2)
4. **Identifying diversity in language use and dialects.**
(CA 7; G 1.10, 4.2-4.3; NCTE 2.1.4-2.1.5; CR 2-4)
5. **Using texts and prior experiences to generate ideas, to develop questions, to pose problems, and to formulate solutions.**
(CA 2-3; G 1.5-1.7, 3.1-3.8, 4.1; CR 1-4)
6. **Gathering, evaluating, and synthesizing information using a variety of technological and informational resources to create and communicate knowledge effectively.**
(CA 4; G 1.1-1.8, 2.1-2.2, 2.7; CR 1)
7. **Identifying developmental stages of language acquisition.**
(CA 1, HP 1; NCTE 2.1.1; CR 2)
8. **Understanding the history and the dynamic nature of the English language.**
(CA 7; G 1.9; NCTE 2.1.2; CR 2)
9. **Employing a variety of writing strategies and writing process elements to communicate with different audiences for a variety of purposes.**
(CA 1, 4; G 1.1-1.10, 2.1-2.7; NCTE 2.4.1-; 2.4.4; CR 1-2)
10. **Building an understanding of the many dimensions of human experience by reading a variety of literature from different periods, genres, and cultures.**
(CA 2-3, 7; G 1.1-1.2, 1.4-1.9, 2.3-2.4, 3.1-3.8; NCTE 2.2-2.3; CR 3-4)
11. **Reading, viewing, and creating a variety of texts to respond to the evolving needs and demands of society, the workplace, and the individual.**
(NCTE 2.2-2.5; CR 1-4)

The English/Language Arts Education competencies have been developed to correlate with the following documents:

Beginning Teacher Discipline-Specific Competencies: English/Language Arts Education

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The beginning (preservice) English/language arts teacher will demonstrate a knowledge of and/or competency in the following areas:

- Missouri's Show-Me Standards abbreviated as:
CA 1,4 = Communication Arts section, statements 1 and 4
G 1.4 = Goal 1, statement 4
- National Council of Teachers of English (NCTE) guidelines for teachers as reprinted in the National Council for the Accreditation of Teacher Education Approved Curriculum Guidelines abbreviated as:
NCTE 2.1-2.3 = NCTE Standards 2.1 through 2.3
NCTE 2.4.1 = NCTE Standard 2.4, item 1
- Missouri's minimum requirements for English Education certification, effective September 1, 1997 abbreviated as:
CR 2 = Certification Requirement number 2

1. Sara Anderson, Smithville R-II School District
2. Kristel Barr, Independence School District
3. Helen Berck, Kingston K-14 School District
4. Maureen Hufker, Fox C-6 School District
5. Dan Melichar, Central Missouri State University
6. Linda Schink, Windsor School District
7. Mary Etta Scott, Avila College
8. Patricia Simmons, Independence School District
9. Betsy Tutt, William Woods University

Certification Requirements, English, grades 9-12, Missouri State Board of Education, effective 1997.

Certification Requirements, Language Arts, grades 1-9, Missouri State Board of Education, effective 1997.

Handbook for Continuing Accreditation Visits, National Council for Accreditation of Teacher Education-NCATE, February 1994. Prepared by the National Council of Teachers of English.

Missouri's Frameworks for Curriculum Development, Missouri Department of Elementary and Secondary Education, 1996.

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, Interstate New Teacher Assessment and Support Consortium-INTASC, Sponsored by the Council of Chief State School Officers.

New Standards for Teacher Education Programs in Missouri-NSTEP for Institutions Seeking Continuing Approval of Teacher Education Programs (draft 2/96).

Next Steps: Moving Toward Performance Based Licensing in Teaching, Interstate New Teacher Assessment and Support Consortium-INTASC.

The PRAXIS Series, Professional Assessments for Beginning Teachers, Educational Testing Service, July 1994. Specialty area test descriptions.

Redesign of licensure of Kansas educators, Kansas State Board of Education, February 1996.

"The Show-Me Standards," Missouri Department of Elementary and Secondary Education.

Standards for the English Language Arts, A Project of the International Reading Association and National Council of the Teachers of English, 1995.